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| **BSBCMN204A** | **WORK EFFECTIVELY WITH OTHERS** |
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| TEM | Working in teams |

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| **DESCRIPTION: This unit covers the skills and knowledge required to work in a group environment such as promoting team commitment and cooperation and supporting team members.** |

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| **ELEMENT** | **PERFORMANCE CRITERIA** |
| **1 Develop effective workplace relationships** | 1. **Responsibilities and duties** are undertaken in a positive manner to promote cooperation and good relationships 2. Assistance is sought from **workgroup** members when difficulties arise and addressed through discussions 3. Constructive **feedback** provided by others in the workgroup is encouraged, acknowledged and acted upon 4. Differences in personal values and beliefs are respected and their value acknowledged in the development of relationships |
| **2 Contribute to workgroup activities** | * 1. **Support** is provided to team members to ensure workgroup goals are met   2. Constructive contributions to workgroup goals and tasks are made according to organisational requirements   3. **Information** relevant to work is shared with workgroup to ensure designated goals are met   4. **Strategies/opportunities for improvement** of the workgroup are identified and planned in liaison with workgroup |

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| **Range Statements**  The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency: |

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| **RANGE STATEMENT** | **CATEGORIES** |
| **They may use legislation, codes and national standards relevant to the workplace** | including   * award and enterprise agreements and relevant industrial instruments * relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination * relevant industry codes of practice |
| **Organisational requirements** | may be included in   * goals, objectives, plans, systems and processes * legal and organisation policy/guidelines and requirements * Occupational Health and Safety policies, procedures and programs * business and performance plans * anti-discrimination and related policy * access and equity principles and practice * ethical standards * quality and continuous improvement processes and standards * defined resource parameters |
| **Responsibilities and duties** | may include   * job description and employment arrangements * organisation's policy relevant to work role * team structure * supervision and accountability requirements including Occupational Health and Safety * skills, training and competencies * Code of Conduct |
| **Workgroup members** | may include but are not limited to   * coach/mentor * supervisor or manager * peers/work colleagues/teams/enterprise * other members of the organisation |
| **Feedback on performance** | may include   * formal/informal performance appraisals * obtaining feedback from supervisors and colleagues * obtaining feedback from clients * personal, reflective behaviour strategies * routine organisational methods for monitoring service delivery |
| **Providing support to team members** | * explaining/clarifying * helping colleagues * problem solving * providing encouragement * providing feedback to another team member * undertaking extra tasks if necessary |
| **Information to be shared** | may include   * assisting a colleague * clarifying the organisation's preferred task completion methods * open communication channels * encouraging colleagues * acknowledging satisfactory performance * workplace hazards, risks and controls * acknowledging unsatisfactory performance |
| **Strategies/opportunities for improvement** | may include   * coaching, mentoring and/or supervision * formal/informal learning programs * internal/external training provision * work experience/exchange/opportunities * personal study * career planning/development * performance appraisals * workplace skills assessment * Recognition of Prior Learning/RCC/initial assessment |
| **The sport and recreation industry** | covers   * industry sectors of community recreation, fitness, outdoor recreation and sport * significant roles played by activity organisations, industry peak bodies, professional organisations * large volunteer base * high turnover of volunteers * high levels of part time and casual employment * irregular working hours * relatively few professional positions * workforce employed mostly in operational positions * mainly small business or self-employed personnel * slow to take up technology * over 2/3 of the sport and recreation industry have no formal/recognised qualifications * significant reliance upon industry credentials and involvement in the activity itself |

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| **Evidence Guide**  The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements. |

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| **Critical aspects of evidence to be considered** | * Assessment must confirm sufficient knowledge for processing of payroll from provided data in manual or computerised payroll systems * Assessment of performance should be over a period of time covering all categories from the Range Statement applicable to the learner's work environment * In particular, assessment must confirm the ability to   + provide support to team members to ensure goals are met   + seek and act on feedback from client and colleagues   + access learning opportunities to extend own personal work competencies to enhance team goals and outcomes |
| **Interdependent assessment of units** | * This unit must be assessed after attainment of competency in the following unit(s)   + Nil * This unit must be assessed in conjunction with the following unit(s)   + Nil * For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)   + BSBCMN204A Contribute to personal skill development and learning |
| **Required knowledge and skills** | * Required knowledge   + The relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination   + Reasons why cooperation and good relationships are important   + Knowledge of the organisation's policies, plans and procedures   + Understanding how to elicit and interpret feedback   + Techniques to develop personal plans and establish priorities   + Understanding of how to identify and prioritise personal development opportunities and options   + Knowledge of workgroup member's responsibilities and duties   + Importance of demonstrating respect and empathy in dealings with colleagues * Required skills   + Literacy skills to read and understand the organisation's policies and work procedures; write simple instructions for particular routine tasks; interpret information gained from correspondence   + Communication skills to request advice, receive feedback and work within a team   + Planning skills to organise work priorities and arrangements   + Technology skills including the ability to select and use technology appropriate to a task   + Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities |

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| **Resource implications** | * Physical resources - assessment of this competency requires access to   + appropriate documentation and resources normally used in the workplace * Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) should   + be competent in this unit   + be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area   + have attained the National Competency Standards for Assessment: BSZ401A, BSZ402A and BSZ403A |
| **Consistency in performance** | * In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations |
| **Context for assessment** | * Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statements * Assessment must take account of the endorsed assessment guidelines * Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment * Assessment should reinforce the integration of the key competencies and common competencies for the particular Australian Qualifications Framework Level. Refer to the Key Competency Levels at the end of this unit |

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| **KEY COMPETENCIES** | | | | | | |
| Collect, Analyse & Organise Information | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 1 | 2 | 1 | 2 | 1 | 1 | 1 |
| These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.  The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:   1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches  * **Collecting, analysing and organising information -** To measure self-performance * **Communicating ideas and information -** With members of the work team * **Planning and organising activities -** For self * **Working with teams and others -** In completing scheduled tasks * **Using mathematical ideas and techniques -** As an aid to measure and schedule tasks * **Solving problems -** As an aid to self-development * **Using technology -** To manage scheduled tasks   Please refer to the Assessment Guidelines for advice on how to use the Key Competencies. | | | | | | |